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ABSTRACT

The ability of university programs in educational administration to provide students with on-the-job experience has been severely constrained by lack of available resources and school districts' apparent lack of interest. Internship programs typically lack (1) a critical mass of internship settings; (2) a sufficiently large number of students; (3) a continuing seminar to guide the experience; and (4) faculty members willing and able to oversee field experience programs. In response to demands for educational reforms, the 1986 New Mexico State Legislature passed legislation requiring all prospective educational administrators to complete an approved "apprenticeship" program. Since then, the University of New Mexico Department of Educational Administration and Albuquerque Public Schools have been examining ways to overcome impediments to designing and implementing appropriate internship experience. They examined a program that encourages teachers to return to the university one day weekly to enhance their pedagogical skills. The program is totally funded through participants' salary remissions that cover year-long fellowships, tuition, books, and travel. This paper describes the program's basic design, reviews activities and issues emerging during 1987, outlines expansion plans, and suggests ways to implement similar partnership programs elsewhere. Included are two appendices. (MLH)

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The Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities

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The Albuquerque Public Schools/University of New Mexico Administrative Internship Program: A Unique Response to Today's Realities

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University programs in educational administration have long found themselves with a major training problem. Their major task is to prepare leaders for educational settings. Effective preparation requires opportunities to learn "on-the-job" (i.e., internships) as well as opportunities to gain knowledge and develop skills through on-campus graduate training.

Our ability to provide on-the-job experiences for students has been severely constrained by problems such as lack of available resources to support meaningful internship experiences and disinterest on the part of school districts. Thus the problem: we are often unable to adequately provide that part of required training that allows students to apply what is learned in the campus-based seminar.

Like other university-based training programs, the Department of Educational Administration at UNM has tried a variety of approaches to encouraging students to undertake internship experiences: e.g., summer school administrative roles; volunteer

activities in the school administration offices before school, during free periods and after school hours; and internship activities coupled with first year administrative assignments. As might be expected, such arrangements often fall short of fulfilling internship experience expectations. Problems that are typically encountered include:

lack of a critical mass of internship settings,
lack of a sufficiently large size cadre of students going through the experience at any given time,
lack of a continuing internship seminar to help guide the experience, and
lack of faculty members who are willing and able to oversee this important activity.

As part of its response to the demands for educational reform, the 1986 New Mexico State Legislature passed legislation that requires all candidates for licensure as educational administrators to complete an approved internship (referred to in the legislation as an "apprenticeship"). While the minimum requirements for this experience were not clarified at the time,* the intent created an impetus for universities and school districts to find ways to develop expanded internship opportunities.

Over the past two years the Department and top-level administrators from the Albuquerque Public Schools (APS) have been examining ways of overcoming the impediments to designing and implementing appropriate internship experiences.

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*The State Department of Education eventually adopted a minimum requirement of 180 clock hours in field site settings over the school year. We have set our own expectations considerably higher.

In the spring of 1986 an agreement was forged whereby APS would sponsor a limited number of the district's classroom teachers who desired internships. However, severe budgetary constraints ultimately forced the district to drop the program from its budget.

It became clear that we would have to identify alternative approaches to the internship that would not be subject to the budgetary constraints that APS and other local school districts encounter all too regularly. In our search for solutions we examined a program that was recently initiated between APS and the University, with the purpose of encouraging experienced teachers to return to the University one day per week to enhance their pedagogical skills. This program is totally funded through participants' salary remissions. Because it is cost-free to the district (in terms of dollars, not time!) it provided the foundations for the development of the APS/UNM internship program described herein.

The remainder of the paper is devoted to 1) a description of the basic design of the program; 2) a review of the activities and issues that have occurred from inception of the program in July of 1987 through the early experiences of interns in the fall of 1987; 4) a review of plans for further expansion of the program throughout the metropolitan area, as well as the development of a parallel program that is under consideration to be offered state-wide; and 5) suggested ways that this internship

program can be implemented in other university/school district partnership situations.

Description of the APS/UNM Internship Program

Purposes

As we began to develop the design we had the following goals in mind:

1. Internships should be of at least a year's duration so that there will be time for planning before beginning on-site activities; a chance for the intern to participate in a full academic cycle; and an opportunity for summative evaluation.

2. Interns should have contracts with their on-site supervisors and the internship director that assure opportunities to participate in a wide diversity of administrative competency areas.

3. The district should not have to provide fiscal resources for the program.

4. Interns should have an opportunity to complete their licensure requirements.

5. Interns should have the opportunity to initiate and complete an educational specialist program or, if they prefer, to complete much of a master's degree program during the internship year.

The first two goals--a year long experience and field-site contracts, are not unique to the UNM program. The third goal, no fiscal resources required of APS, necessitates that the funding base of the program comes from salary returns. This is accomplished through the return of interns' salaries to APS for the year they participate in the program. In return they are granted a fellowship, which averages about 60 percent of their salary. They are also provided free tuition, books, and professional travel opportunities. These added benefits, along

with a lower tax bracket for the year, reduces the financial loss considerably.

The reduced income that interns experience is compensated for by the opportunity for achievement of important goals. These goals include the opportunity for career enhancement, completion of a graduate program and licensure requirements in addition to completion of the internship.

Selection Process

The Department stipulated that candidates for the program must first be accepted as students in a departmental graduate program. The district limited participation to classroom-based teachers, who are provided with regular substitute teachers for the days they perform their internship duties. These substitutes are recruited from a large pool of credentialed teachers who live in the Albuquerque area. Many have recently taken retirement and are happy to take on a limited teaching obligation. Others are younger but, because of other responsibilities, are unable to accept full-time teaching positions. Their regular presence in the classroom is an important element in the success of the internship program.

All APS teachers were invited to apply. Flyers were sent to all schools to be posted. Criteria, besides those noted above, included:

1. Letter of support from the candidate's principal. (This support is vital, especially given that the principal will be asked to supervise the intern).

2. Additional letters of recommendation from peers and supervisors.

3. Minimum of five years of teaching.

4. Evidence of successful teaching (taken from the district's evaluation files).

5. Statement by the candidate expressing how the internship experience fits career objectives.

With relatively short notice, 25 teachers applied for the program. The selection committee, composed of equal representation by UNM and APS members, reviewed the files and shared their knowledge of the candidates. The committee agreed on 15 candidates. Ultimately 10 of these 15 were able to accept invitations to become interns.

Program Design

The program is designed to be completed over a fifteen month period, beginning in June and ending in August of the following year. During that time the interns, under the guidance of a full-time program director, complete a program that includes:

1. An initial summer on campus, taking 6-9 credits, which includes a special internship seminar to prepare them for their year-long internship assignment (including the development of a contract for internship expectations that is signed by the candidate, the internship director, and the field-

site supervisor), a licensure-related course,* and the possibility of a third course of their choice.

2. Nine credits per semester during the academic year.** These courses include a regular internship seminar, a licensure related course, and a problems project focusing an an administrative issue that exists at their school sites, that they will attempt to clarify, help to resolve, and evaluate.

3. During the concluding summer interns take 6-9 credits. The Department is still in the design stage of this part of the program, but at present it looks as though it might include an internship seminar, an accompanying full time administrative assignment in the district, a licensure- related course, and the possibility of one other course.

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*Licensure in New Mexico requires completion of 18 hours of academic work in educational administration and an approved administrative internship.

**Nine semseter hours would appear to be an extraordinary load for teachers who remain responsible for their classrooms four days a week and play administrative roles in their schools' offices the fifth day. However, the composition of the nine hours must be considered: only three are attached to a regular academic seminar, while three are associated with the internship seminar; and three are credits given for a a problems activity which is done on site and on a tutorial basis.

Review of Activities and Issues: July-September

Summer Activities

During the month of July, which was the second summer session for the interns, the orientation seminar session for the internship program began. During the first week of classes, the participating principals, the interns and the director of the internship program met together to discuss what the expectation of each was for the program. Classes met in alternative settings both at the University of New Mexico and at various locations in Albuquerque Public Schools so that interns could not only familiarize themselves with the policies and procedures of the school district but also the key personnel and the locations of the services provided by those key people. In addition to familiarizing the interns with the local school district, leaders from the state department and legislature were brought in to orient the interns regarding state expectations of local school administrators.

The two culminating activities of the summer session were developing contractual guidelines for their year's internship experience (see Appendix A) and attending the New Mexico School Administrators Conference held annually in July.

The development of the contract consisted of the blending of administrative theory, effective school research, meaningful administration as perceived by practicing administrators, and the six skill areas included in the required list of New Mexico School Administrator competencies (see Appendix B). These guidelines were used by the building principal, intern, and the UNM director in developing more specific contracts.

Suggested Guidelines Agreed upon for Administrative Interns

Inherent in all of the categories of the contract is the expectation that planning, goal setting, development, implementation, and evaluation strategies will be developed.

In addition, it is crucial that the Intern's experience be one that encompasses as many administrative situations as time permits, and that individuals be encouraged to attend, to observe, and to take part in meetings, conferences, staff development activities, and in settings outside the school that will contribute to individual growth as a future administrator.

Contracts should include experiences in the areas of instructional leadership, communications, management of school climate, management of resources, and policy awareness. (For a more specific description, please refer to Appendix A.)

Fall Activities

During the months of August and September, interns, participating principals and the UNM director met together to discuss the details of specific contracts and came to an agreement regarding expectations for each party during the 1987-88 school year. The written agreement was signed by all parties involved.

The administrative interns have been included in all district meetings and inservice sessions for new principals as well as their building principals. The expectation that has been communicated to participating principals is that their interns will learn best by shadowing their own experiences as principals.

The weekly seminar sessions for interns during the month of September have been a time to explore new learnings and feelings from

school-based experience, plan professional travel and growth activities, talk about journal entries, administrative courses they are taking, and plan the next seven months of seminar topics. The five categories of their contractual agreement have formed the basis of planning future seminar topics.

During the month of October, the interns traveled to a small school district in the northwest part of the state to shadow in an area of administrative interest as well as follow up with a July experience in talking with the superintendent and his staff in the area of instruction, school finance and administrative life in a small, rural school district.

On-going Aspects of the Internship

During the internship, frequent conferencing concerning the progress being made will be held by the school principal and the UNM Director. An important facet of this program is the opportunity provided for the intern, principal, and director to discuss frequently and openly the many experiences the intern is having. Without this opportunity, the intern might lose important insights.

The Internship Director will be responsible for on-site visitations as well as provide opportunities for the interns to share experiences, develop concepts, and broaden their knowledge of administration.

During the internship, the intern will keep a formal journal of the administrative experience along with notes and evaluations of the principal and UNM Director.

In addition to the seminar class during the fall and spring semester, the intern will be responsible for fulfilling the

requirements of an accompanying Problems class. This problem will be selected in cooperation with the school principal and approved by the UNM Director and will encompass a major school issue that has been assessed as a needed area of analysis and response by administrators. The write-up of the problem will include the knowledge base from which the problem was founded, the research that supports that knowledge base, the planning process that was utilized, how the problem solving process was developed, how participation was gathered, how the implementation process was carried through, what the results were, and how outcomes were evaluated.

Concluding Steps in the Internship

Joint responsibility for evaluating the intern and his/her job performance will be shared by the building principal and the UNM Director. A thorough review of the internship process will be completed and on-going practices and new goals will be developed based upon an evaluation process in which all parties involved in the internship will participate.

Plans for Further Expansion

Metropolitan Area

Our goal for the 1988-89 school year is to expand the APS/administrative internship program to the larger metropolitan area. The metropolitan area of Albuquerque is defined by townships that are within an approximate 30-mile radius of Albuquerque. These include Belen, Bernalillo, Los Lunas, Mountainair, Moriarty, Jemez Springs, and Estancia.

The first step in the implementation of this goal was to make all of the state school superintendents aware of the program and to solicit their comments, concerns, notes of interest and suggestions.

The plan for the second step in this implementation is to write the superintendents of the surrounding area to meet with the superintendent of Los Lunas, one of the participants of the 1987-88 internship program, as well as the superintendent from Albuquerque. At this meeting with superintendents, we will discuss program operation, philosophy behind the program, how the program operates at no cost to the district, what the program offers a school district in general and to the intern in particular, how it is currently working and a time line for implementation.

The third phase of this implementation plan would consist of two parts: one, to have the superintendents think and talk to each other about how the program could best work in their school districts, and two, talk to their Boards and other people involved to gather support for the need to take part in the programs and to offer suggestions for how the program could best work in their districts.

Statewide Implementation

The plan for statewide implementation of the metropolitan Albuquerque administrative internship program may also take place as early as the 1988-89 school year. The New Mexico University Consortium of Education Administration professors from around the state will be responsible for working out the details of how this program could serve the needs of New Mexico school districts as well as how the state universities would take joint responsibility in course offerings and necessary follow-up. The direction that the Consortium is taking is to offer a menu of choices to school districts and to individuals as to whether funding for the program will be based on exchanging participant's status of employee with a fellowship arrangement as in the APS plan or to provide other choices such as allowing participant to remain as district-employed and pick up his/her own costs in terms of tuition, books, travel, and administrative costs. Various choices will be explored by the Consortium in a follow-up session later this fall semester.

Summary

This paper included a description of the background and the setting in which the internship program was developed. In addition it devoted space to 1) a description of the basic design of the program; 2) a review of the activities and issues that have occurred from inception of the program last July through the early experiences of interns this fall; 4) a review of plans for further expansion of the program throughout the metropolitan area, as well as the development of a parallel program that will be offered state-wide.

We believe this internship program can be implemented in other university/school district partnership situations. We look forward to exploring other alternatives with the New Mexico state-wide Consortium of educational administration professors. We think these alternatives could also be translated to other states.

APPENDIX A

I. Instructional Leadership

A. Curriculum-

1. Leadership in curricular groups
2. Developing needs assessment techniques
3. Strategies for change
4. Integration of programs

B. Instruction-

1. Assisting staff in preparing for instruction
2. Assisting staff in improving instruction

C. Supervision

1. Staff - Professional and Cassified

a. staffing
b. recruitment
c. selection process
d. interviewing techniques
e. orienting new staff
f. scheduling staff
g. socializing staff
h. performance evaluation of staff
i. termination of staff

The professional development of all staff members Knowledgeable in other personnel areas such as: contracts, grievance procedure, staff attendance, substitutes, salaries, benefits

2. Student Services-

Becoming knowledgeable and involved in:

a. processing student records
b. guidance and counseling services
c. testing
d. attendance
e. discipline procedures
f. health and nursing servieces
g. transportation responsibilities
h. cafeteria and snack bar services
i. student activities

D. Educational Research/Evaluation/Planning

1. Utilizing and sharing research
2. Applying planning devices
3. Assessing present and future states

II. Communications

A. Informing:

1. Develop bulletins, newsletters, policy statements, materials for board meetings, parent meetings or student meetings with principal.

2. Present programs to school groups or community groups.

3. Write memos and letters for communication inside and outside the organization.

B. Leading:

1. Lead a group toward a goal. For example, curriculum changes, school policy change, textbook adoption, a school climate issue, etc.

2. A portion of a staff meeting, a parent meeting, a meeting.

3. Student, parent, and teacher conferences

C. Encouraging and Initiating:

1. Student, staff, and parent recognition activities

2. Activities and communication that foster high morale

D. Listening and Assisting:

1. In resolving conflict
2. In problem solving
3. In decision making

E. Exploring and Recognizing:

1. Patterns of informal and formal organization communication

2. Ways to improve oral and written communication

III. Management of School Climate

A. Knowledge of School Culture:

1. Demographic and social characteristics

2. Knowledge of community

3. What are the shared values?

4. What are the traditions, rituals, ceremonies?

5. Who are the key players in the school culture?

6. How does socialization take place?

B. Active Participation in:

1. Feedback to teachers and students after classroom observation regarding effective teaching and learning strategies.

2. Involving staff and students in program development, determination of expectations and rewards.

3. Recognizing staff, students, and parents

4. Involving students and staff in activities that promote academic, social achievements, as well as improvements in the physical appearance of school plant, staff, and students.

5. A suport system for teachers, students, and parents.

6. Providing varied learning environments with flexible curriculum and extracurricular opportunites.

7. Become involved with school improvement team and other school improvement efforts.

IV. Management of Resources-

A. Human Resources

1. See I. Instructional leadership section under Supervision for utilization of personnel within the school.

2. Utilize consultants, specialists, and other resource people to support instruction.

B. Become knowledgeable of

1. District-wide school financing and the budget process.

2. School-based financing and the budget process.

C. Facilities- Physical plant and equipment

1. Planning for appropriate use

a. room assignments

b. scheduling

c. development of space

d. alternative uses for facilities

e. determining future needs

f. evaluatingpresent use

2. Planning for maintenance, additions, and replacement

D. Materials--know process of allocation of

1. Textbooks

2. Supplies

3. Materials

E. Program--(See also I. Instructional leadership, Section A. Curriculum)

1. Knowledgeable of program offerings, guidelines, etc.

2. Learn the scheduling of program process and the timeliness within that process.

3. Take an administrative role in the registration process and learn what works best.

4. Take an active role in assessing current programs and planning for future programs.

F. Time

1. Learn time-management strategies and share them with others.

2. Design and conduct a time utilization study and propose modifications of time distribution among the functions of instruction, supervision, general administration, and student services in order to improve instruction.

3. Explore additional ways for students to achieve more time engaged in learning activities, and better utilization of teaching time.

V. Policy Awareness-

A. Governance/Policy Making-

1. Become knowledgeable of state legislature, district policies, and school policies by reading policy and procedure manuals, attending legislative sessions, attending board meetings, teacher and parent meetings, community meetings, professional association meetings and through guest speakers in seminar sessions.

2. Find out how policy is developed and written at all levels--state, district, and school policy.

3. Learn how to lobby for what you want at all levels of policy making.

4. Encourage and support staff communication with policy making.

B. Law-

1. Understand when and where to seek legal assistance.

2. Develop techniques for keeping current with legal issues.

3. Interview school lawyers, principals, central office staff, union representatives about their recommendations and obligations in this area.

4. Review professional journal articles pertaining to school law.

C. Community-

1. Communication of policy, programs, bond issues

2. Develop communication skills with the press

3. Developing coalition building skills

4. Developing effective communications with legislators and other policy makers.

5. Involve policy makers in the school program.

APPENDIX B

Adopted by the State Board of Educatio
November 13, 1986

Effective date 1988 or 1989

ADMINISTRATOR COMPETENCIES

(To be included in a university's preparation program)

I. The administrator promotes an environment/climate conducive to productive performance To do this, the administrator:

A. Displays empathy toward persons with whom he/she comes into contact professionally;

B. Promotes quality relationships among staff/students;

C. Utilizes participatory management techniques;

D. Respects and understands multi-cultural and ethnic societies;

E. Practices a professional code of ethics (e.g., rules of confidentiality, legal guidelines for personnel);

F. Establishes and maintains open lines of communication; and

G. Responds positively to supervision.

II. The administrator plans for and manages the resources for which he/she is responsible, including personnel, finances, facilities, program, and time. To do this, the administrator:

A. Implements district, state, and federal goals;

B. Organizes tasks based on relevant objectives;

C. Organizes, coordinates and supervises staff assignments and needs;

D. Carries out appropriate fiscal procedures;

E. Utilizes and maintains facilities;

F. Demonstrates efficient time management by establishing schedules and reasonable timelines for completing tasks; and

G. Utilizes available technology to meet administrative objectives.

III. The administrator communicates accurately and effectively. To do this, the administrator:

A. Writes and speaks appropriately;

B. Keeps staff and community informed of pertinent information;

C. Utilizes appropriate listening skills; and

D. Is receptive to the ideas of others.

IV. The administrator uses supervision, staff development, and performance evaluation to improve the program of the district. To do this, the administrator:

A. Implements a collaborative process in staff development;

B. Identifies and acknowledges effective performance in objective terms;

C. Assists individual professional development planning;

D. Develops, implements, and evaluates the staff development program, utilizing a variety of resources; and

E. Collects and uses adequate information before making supervisory decisions.

V. The administrator demonstrates leadership. To do this, the administrator:

A. Utilizes community demographics, educational standards, laws, and current educational research in planning and decision-making;

B. Makes firm but reasonable decisions and accepts responsibility for those decisions;

C. Develops measurable goals with input from the educational community;

D. Plans, develops, implements, and evaluates programs to achieve established goals;

E. Delegates responsibility and utilizes resources within the education community; and

F. Evaluates his/her own performance and implements a professional development plan.

I. The administrator demonstrates an understanding of political theory. To do this, the administrator:

A. Utilizes skills in developing school-community and school-parent relations, coalition building, and related public service activities;

B. Understands the politics of school governance and operation;

C. Informs the public of relevant facts to aid them in reaching an informed judgment on tax, bond, and other referenda;

D. Exhibits skills in lobbying, negotiating, collective bargaining, policy development, and policy maintenance; and

E. Utilizes conflict resolution skills to cope with controversies.